

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the March 2015 series

0457 GLOBAL PERSPECTIVES

0457/02

Paper 2 (Group Project), maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Group Project – Group Element

Marks are awarded against each assessment criterion using the statements within the bands.

A mark of zero should be awarded for non-creditworthy responses.

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
Production of a project plan	<ul style="list-style-type: none"> the plan is simplistic and lacks detail the rationale for the project and its aims are unclear a concrete outcome is not identified or the outcome is vague timeframes and planned activities are not given or are vague details of roles and responsibilities are not given or are vague 	<ul style="list-style-type: none"> the plan is basic with some details the plan includes a basic rationale and a simple aim a concrete outcome is identified, but it may not be appropriate to the aim there is some indication of timeframes and planned activities some details of roles and responsibilities are given 	<ul style="list-style-type: none"> the plan is detailed a sound rationale is provided and aims are specific a concrete outcome is identified which is appropriate to the project aim timeframes are realistic and some planned activities are detailed roles and responsibilities are clearly defined 	<ul style="list-style-type: none"> the plan is detailed and well formulated a well thought-out rationale is provided and specific aims are articulated clearly a concrete outcome is identified which is well-suited to the project aim timeframes are realistic and appropriate and details of all planned activities are included roles and responsibilities are fully defined with some reasoning given

<p>Representation of different perspectives, including cross-cultural</p>	<ul style="list-style-type: none"> research information has not been used to support the outcome there is limited evidence of cross-cultural collaboration there is limited awareness of different perspectives 	<ul style="list-style-type: none"> research information has been used to support the outcome, but with limited effect there is some evidence of cross-cultural collaboration there is some awareness of different perspectives 	<ul style="list-style-type: none"> research information has been used effectively to support the outcome there is sound evidence of cross-cultural collaboration there is awareness and appreciation of a range of different perspectives, including cross-cultural 	<ul style="list-style-type: none"> research information has been used effectively and thoughtfully to support the outcome there is considerable evidence of cross-cultural collaboration there is awareness and appreciation of a wide range of different perspectives, including cross-cultural, and these differences are treated with empathy and understanding
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Group Project – Individual Element

Marks are awarded against each assessment criterion using the statements within the bands.

A mark of zero should be awarded for non-creditworthy responses.

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
Constructive participation in group work/activities	<ul style="list-style-type: none"> is usually a passive member of the group plays a minimal part in group discussions and activities, even when prompted contributions to group work are not usually constructive shows little or no support for other members of the group shows little commitment to the successful completion of the project 	<ul style="list-style-type: none"> is sometimes an active member of the group plays some part in group discussions and activities, when prompted contributions to group work are sometimes constructive shows some support for other members of the group shows some commitment to the successful completion of the project 	<ul style="list-style-type: none"> is usually an active member of the group needs little prompting to contribute to group discussions and activities contributions to group work are usually constructive shows support for other members of the group shows commitment to the successful completion of the project 	<ul style="list-style-type: none"> is always an active member of the group needs no prompting to contribute to group discussions and activities contributions to group work are always constructive shows considerable support for other members of the group shows considerable commitment to the successful completion of the project
Evaluation of project plan and process	<ul style="list-style-type: none"> the evaluation is simplistic the evaluation identifies one strength and/or one weakness in the project plan and/or the process there are no suggestions for improvement 	<ul style="list-style-type: none"> the evaluation is basic with some details the evaluation identifies one main strength and one main weakness in the both the project plan and the process there is one suggestion for improvement 	<ul style="list-style-type: none"> the evaluation is detailed the evaluation identifies some of the main strengths and weaknesses in the project plan and the process there are a few suggestions for improvement, some of which are well-considered 	<ul style="list-style-type: none"> the evaluation is detailed and well formulated the evaluation identifies most of the strengths and weaknesses in the project plan and the process there are several suggestions for improvement, most of which are well-considered

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Evaluation of project outcome	<ul style="list-style-type: none"> the evaluation is simplistic the evaluation is not linked to the project aims there is a limited understanding of the successes or failures of the outcome 	<ul style="list-style-type: none"> the evaluation is basic with some details the evaluation is not consistently linked to the project aims there is some understanding of the successes or failures of the outcome 	<ul style="list-style-type: none"> the evaluation is detailed the evaluation is consistently linked to the project aims there is a sound understanding of the successes and failures of the outcome 	<ul style="list-style-type: none"> the evaluation is detailed and well formulated the evaluation is consistently and clearly linked to the project aims there is considerable insight into the successes and failures of the outcome
Evaluation of individual contribution and learning	<ul style="list-style-type: none"> the evaluation is simplistic there is a limited awareness of personal responsibility in the project there is little reflection on either the benefits or challenges of working as a group there is little reflection on own learning from cross-cultural collaboration 	<ul style="list-style-type: none"> the evaluation is basic with some details there is some awareness of how own contribution affected the progress of the project there is some reflection on either the benefits or challenges of working as a group there is some superficial reflection on own learning from cross-cultural collaboration 	<ul style="list-style-type: none"> the evaluation is detailed there is awareness of strengths and weaknesses of own contribution to the project there is some reflection on both the benefits and challenges of working as a group there is a sound reflection on own learning from cross-cultural collaboration 	<ul style="list-style-type: none"> the evaluation is detailed and well formulated there is considerable insight in evaluating own contribution to the project there is insightful reflection on both the benefits and challenges of working as a group there is insightful reflection on own learning from cross-cultural collaboration